

SOL Instruction Tracking Form

Grade 3 History & Social Science

Place the SOL Instruction Tracking Form after the VGLA Collection of Evidence (COE) Coversheet. Use the SOL Instruction Tracking Form to track the evidence collected for submission.

K.1 The student will recognize that history describes events and people of other times and places by	
a)	identifying examples of past events in legends, stories, and historical accounts of
	Pocahontas,
	George Washington,
	Betsy Ross, and
	Abraham Lincoln;
b)	identifying the people and events honored by the holidays of
	Thanksgiving Day,
	Martin Luther King, Jr. Day,
	Presidents' Day, and
	Independence Day (Fourth of July).
K.2 The student will	
	describe everyday life in the
	present and in the past and
	begin to recognize that things change over time.
1.1 The student will	
	interpret information presented in picture time lines to show sequence of events and
	distinguish between past and present.
1.2 The student will	
	describe the stories of American leaders and their contributions to our country, with emphasis on
	George Washington,
	Benjamin Franklin,
	Abraham Lincoln, and
	George Washington Carver.
1.3 The student will	
	discuss the lives of people associated with
	Presidents' Day,
	Columbus Day, and
	the events of Independence Day (Fourth of July).
2.1 The student will	
	explain how the contributions of ancient China and Egypt have influenced the present world in terms of
	architecture,
	inventions,
	the calendar, and
	written language.

2.2 The student will		
		compare the lives and contributions of American Indians (First Americans), with emphasis on the
		Powhatan of the Eastern Woodland,
		Sioux of the Plains, and
		Pueblo people of the Southwest.
2.3 The student will		
		identify and compare changes in community life over time in terms of
		buildings,
		jobs,
		transportation, and
		population.
3.1 The student will		
		explain how the contributions of ancient Greece and Rome have influenced the present world in terms of
		architecture,
		government (direct and representative democracy), and
		sports.
3.2 The student will		
		study the early West African empire of Mali by describing its
		oral tradition (storytelling),
		government (kings), and
		economic development (trade).
3.3 The student will study the exploration of the Americas by		
a)		describing the accomplishments of
		Christopher Columbus,
		Juan Ponce de León,
		Jacques Cartier, and
		Christopher Newport;
b)		identifying reasons for exploring, the information gained, and the results from the travels.
K.3 The student will		
		describe the relative location of people, places, and things by using positional words, with emphasis on
		near/far,
		above/below,
		left/right, and
		behind/in front.
K.4 The student will use simple maps and globes to		
a)		develop an awareness that a
		map is a drawing of a place to show where things are located and
		globe is a round model of the Earth;
b)		describe places referenced in stories and real- life situations;
c)		locate
		land and
		water features.

K.5 The student will develop an awareness that maps and globes		
a)		show a view from above;
b)		show things in smaller size;
c)		show the position of objects.
1.4 The student will develop map skills by		
a)		recognizing basic map symbols, including references to
		land,
		water,
		cities, and
		roads;
b)		using cardinal directions on maps;
c)		identifying the physical shape (on maps and globes) of the
		United States and
		Virginia;
d)		locating (on a United States map)
		Washington, D.C., the capital of the United States, and
		Richmond, the capital of Virginia.
1.5 The student will		
		construct a simple map of a familiar area, using basic map symbols in the map legend.
1.6 The student will		
		describe how location, climate, and physical surroundings affect the way people live, including their
		food,
		clothing,
		shelter,
		transportation, and
		recreation.
2.4 The student will develop map skills by		
		locating (on world maps)
		China and
		Egypt;
		locating the regions of the (on United States maps)
		Powhatan Indians,
		Sioux, Indians and
		Pueblo Indians;
		comparing the
		climate of these regions,
		land of these regions, and
		plant life of these regions;
		describing how people in these regions adapt to their environment.

2.5 The student will develop map skills by		
		locating (on maps and globes) the
		equator,
		seven continents, and
		four oceans;
		locating (in the United States) selected
		rivers
		James River,
		Mississippi River,
		Rio Grande,
		mountain ranges
		Appalachian Mountains and
		Rocky Mountains, and
		Great Lakes.
2.6 The student will		
		demonstrate map skills by constructing simple maps, using
		title,
		map legend, and
		compass rose.
3.4 The student will develop map skills by		
		locating
		Greece,
		Rome, and
		West Africa;
		describing the physical and human characteristics of
		Greece,
		Rome, and
		West Africa;
		explaining how the people of the following areas adapted to and/or changed their environment to meet their needs:
		Greece,
		Rome, and
		West Africa.
3.5 The student will create a world map to develop map skills by		
a)		positioning and labeling the
		seven continents and
		four oceans;
b)		using the equator and prime meridian to identify the four hemispheres;
c)		locating the countries of
		Spain,
		England, and
		France;
d)		locating the regions in the Americas explored by
		Christopher Columbus (San Salvador in the Bahamas),
		Juan Ponce de León (near St. Augustine, Florida),
		Jacques Cartier (near Quebec, Canada), and
		Christopher Newport (Jamestown, Virginia);
e)		locating specific places on a simple letter-number grid system.

3.6 The student will		
		interpret geographic information from
		maps,
		tables,
		graphs, and
		charts.
K.6 The student will		
		match simple descriptions of work that people do with the names of those jobs.
K.7 The student will		
a)		identify the difference between
		basic needs (food, clothing, and shelter) and
		wants (things people would like to have);
b)		recognize that people use money to purchase goods.
1.7 The student will		
		explain the difference between goods and services and
		describe how people are both buyers and sellers of goods and services.
1.8 The student will		
		explain that people make choices because they cannot have everything they want.
1.9 The student will		
		recognize that people save money for the future to purchase goods and services.
2.7 The student will		
		describe the differences between
		natural resources (water, soil, wood, and coal),
		human resources (people at work), and
		capital resources (machines, tools, and buildings).
2.8 The student will		
		distinguish between the use of barter and money in the exchange for goods and services.
2.9 The student will		
		explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.
3.7 The student will		
		explain how the following producers are used to produce goods and services for consumers:
		natural resources (water, soil, wood, and coal),
		human resources (people at work), and
		capital resources (machines, tools, and buildings)
3.8 The student will		
		recognize the concepts of specialization (being an expert in one job, product, or service)
		interdependence (depending on others) in the production of goods and services in
		ancient Greece,
		Rome,
		West African empire of Mali, and
		in the present.
3.9 The student will		
		identify examples of making an economic choice and
		explain the idea of opportunity cost (what is given up when making a choice).

K.8 The student will demonstrate that being a good citizen involves		
a)		taking turns and sharing;
b)		taking responsibility for certain classroom chores;
c)		taking care of personal belongings and respecting what belongs to others;
d)		following rules and understanding the consequence of breaking rules;
e)		practicing
		honesty,
		self-control, and
		kindness to others.
K.9 The student will		
		recognize the
		American flag,
		Pledge of Allegiance, and
		President is the leader of the United States.
1.10 The student will apply the traits of a good citizen by		
a)		focusing on
		fair play,
		exhibiting good sportsmanship,
		helping others, and
		treating others with respect;
b)		recognizing the purpose of rules and
		practicing self-control;
c)		working hard in school;
d)		taking responsibility for one's own actions;
e)		valuing
		honesty in oneself and others and
		truthfulness in oneself and others.
1.11 The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by		
a)		identifying the
		American flag,
		bald eagle,
		Washington Monument, and
		Statue of Liberty;
b)		demonstrating respect for the American flag by learning the Pledge of Allegiance.
1.12 The student will recognize that communities in Virginia include people who		
		have diverse
		ethnic origins,
		customs, and
		traditions,
		make contributions to their communities, and
		are united as Americans by common principles
2.10 The student will explain the responsibilities of a good citizen, with emphasis on		
a)		respecting and protecting the
		rights of others and
		property of others;
b)		taking part in the voting process when making classroom decisions;

c)		describing actions that can improve the
		school and
		community;
d)		demonstrating
		self-discipline and
		self-reliance;
e)		practicing
		honesty and
		trustworthiness.
2.11 The student will		
		identify as Americans whose contributions improved the lives of other Americans
		George Washington,
		Abraham Lincoln,
		Susan B. Anthony,
		Helen Keller,
		Jackie Robinson, and
		Martin Luther King, Jr.
2.12 The student will understand that the United States is a land of people who		
		have diverse
		ethnic origins,
		customs, and
		traditions,
		make contributions to their communities, and
		are united as Americans by common principles.
3.10 The student will recognize why government is necessary in the classroom, school, and community by		
a)		explaining the purpose of
		rules and
		laws;
b)		explaining that the basic purposes of government are to
		make laws,
		carry out laws, and
		decide if laws have been broken;
c)		explaining that government protects the
		rights of individuals and
		property of individuals.
3.11 The student will explain the importance of the basic principles that form the foundation of a republican form of government by		
a)		describing the individual rights to
		life,
		liberty, and
		the pursuit of happiness; and
		describing equality under the law;

b)		identifying the contributions of
		George Washington,
		Thomas Jefferson,
		Abraham Lincoln,
		Rosa Parks,
		Thurgood Marshall, and
		Martin Luther King, Jr.;
c)		recognizing that
		Veterans Day honor people who have served to protect the country's freedoms
		Memorial Day honor people who have served to protect the country's freedoms.
3.12 The student will recognize that Americans are a people		
		of diverse
		ethnic origins,
		customs, and
		traditions,
		who are united by the basic principles of a
		republican form of government and
		respect for individual rights and freedoms.

Submit Quarterly to the building level administrator/designee for review:

Date Submitted/Initials	Date Submitted/Initials	Date Submitted/Initials	Date Submitted/Initials